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ABSTRACT

This guide contains information and forms for teachers to use in a workplace literacy class. The following are covered: (1) workplace learning objective reports; (2) lesson plans; (3) anecdotal records; (4) observations and visits; (5) end of class summary; and (6) necessary specific items. A teacher checklist for beginning to conduct a National Workplace Literacy Program is also included. (KC)

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WORKPLACE TEACHER ORIENTATION MANUAL

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WORKPLACE TEACHER ORIENTATION MANUAL

by ellen olipsham and mary kay gee

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Goals of the National Workplace Literacy Program

The primary goal of the National Workplace Literacy Program is to provide quality educational services to the learners involved. The educational process must:

- facilitate the development of language/mathematics/communications/problem-solving skills as they relate to the workplace
- be respectful to adult learners
- be relevant to the learners lives and jobs
- encourage learners totake control of the process of their own education
- be appropriately paced
- address the various learning styles present in every class

The classes provided must meet the educational needs of the learners, the company, and the requirements of the grant. Because the National Workplace Literacy Program is a demonstration grant, it must create a general process for setting up and maintaining a high-quality workplace education program so that it can be used as a model by other providers of workplace education in the United States.

It is important for you to know that computer skills *cannot* be taught under the aegis of this grant. Computers *can* be used, however, in the process of learning English as a Second Language, Math, Communication, or Problem-Solving Skills. The federal government sees computer education as vocational education, and vocational education is funded under a different kind of grant.

Preface

Welcome to workplace teaching.

In this packet you will find information and forms that you will need in the course of your teaching. We hope you will find them useful.

The Grant staff wish you every success.

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- About the End of Class Summary
- Necessary Specific Items

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About Learning Objective Reports

On pages 57 and 58 of your Workplace Curriculum Guide you will find explanations of the terms *goals* and *learning objectives* as used on the Workplace Learning Objectives form, as well as other important terms.

After you have read your course carefully, met your learners and read their testing scores, you will be able to target suitable goals and learning objectives. Select realistic goals for your group, and choose suitable learning objectives for each that may be met by the end of class; or you may find that your class is very diverse, and you will need to set varying individual goals. **Write the targeted goals and learning objectives down on the Workplace Learning Objectives form and send it in as per your Personal Calendar**.

As the term progresses you may find that set goals are too easy or hard. In either case, make necessary changes in your records.

At any time during the term a learner may be assessed to see if he or she has reached mastery of the learning objective. After the final assessment, record if 80% mastery was or was not achieved for each individual, and attach evaluation documents to Workplace Learning Objectives forms.

Completed forms and documents are to be sent in at the end of class.

WORKPLACE LEARNING OBJECTIVES

NAME:_____ CLASS:_____

GOALS

LEARNING OBJECTIVES	Mastery 80% (Date)	Non-Mastery (Date)	Assessment tool for Evaluating Mastery (Attach Documents)

COMMENTS: (non-mastery, attendance, etc.)_____

_____

_____

_____

About Lesson Plans

Lesson plans are to be submitted as per your Personal Calendar.

The purpose of collecting and filing lesson plans is twofold: to ensure that all material and instruction are appropriate to the workplace and to prepare assistance and support for the instructor should either be needed.

A sample lesson plan may be found on page 106 of your Workplace Literacy Curriculum Guide.

Please note that the Reflective Comments box at the bottom of the Lesson Plan form can and should contain comments relating to your perceived success or problems with activities or materials, along with ideas for future use and questions that need to be investigated.

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NATIONAL WORKPLACE LITERACY LESSON PLAN

Class_____ **Date**_____

GOAL(S):
LEARNING OBJECTIVES:
INSTRUCTIONAL ACTIVITIES:
INSTRUCTIONAL MATERIALS:
POST-CLASS REFLECTIONS:

About Anecdotal Records

As the class progresses you will occasionally hear stories about how your learners have used the information you have presented, how the materials used have been valuable, how learning has been noted by others.

When you hear these stories, use the Anecdotal Information Record to jot them down. At the end of the class you will have a very interesting affirmation of your and your learners' successes.

If your learners are reluctant to volunteer such information, you may wish to periodically ask them how they have applied what they have learned. They can share this information orally or in written form, to be transcribed by you.

Examples: *I applied for a promotion; I wrote a note for my child's teacher.*

Please submit your completed form to Grant staff at the end of the class.

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ANECDOTAL INFORMATION RECORD

CLASS_____ **SESSION DATE** _____

LOCATION _____

Date	What type of student-content area	Anecdote

Additional Teacher Comments:

About Observations/Visits

Check your Personal Calendar to see when observations/visits are scheduled. Dates of visits may change for various reasons, but you will be notified of any changes.

Your observer will not participate in class but will be a friendly presence. Sometimes she will take notes relating to procedures, materials, activities.

You will receive at least one Observation Feedback form based on these notes, which will provide useful comments, suggestions and observations. This form is designed to elicit positive feedback and to benefit you.

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TEACHER OBSERVATION FEEDBACK

Teacher:_____
Observer: _____
Class: _____
Location: _____
Date: _____

The following activities were observed:

Today's **learning objectives:**

Are **outcomes** being targeted? _____

Are materials/activities appropriate in **workplace context:** _____

Are **individuals' needs** being addressed? _____

Is the **multi-level** nature of the class being addressed? _____

Notes

About the End of Class Summary

When your class has finished you are asked to submit a one-page report on your perspective of how the class went from beginning to end.

This report will be available to your Company on request and will be an integral part of the evaluative package.

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Necessary Specific Items

In addition to all the materials mentioned there are four very important documents for you to have:

- **Your Personal Calendar**
- **The directions to your workplace and the name of your contact person at the Company**
- **Your class list with testing scores**
- **Your attendance roster.**

Also:

- You will need one set of **student folders**, and you may wish a set of **manila folders** for your class records.
- When you see your class list and look over the available **texts, software** and **other materials**, you will have a good idea of what to use. We will record all materials borrowed, and you will take them with you.

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Teacher Checklist for NWLP Instructional Start-Up

1. Cover letter
2. Goals of program
3. Teacher's role
4. Teacher's responsibility
5. Learning objective information
6. Learning objective sheets
7. Anecdotal information sheets
8. Directions to your workplace
9. About your class
10. Notes on teacher observation
11. Teacher worksheet
12. CLC catalog
13. Textbooks
14. Folders